



Highworth Warneford School

Department Curriculum Intent Statement



Curriculum Intent, Implementation and Impact Statement

Highworth Warneford School: English Department

Introduction – Overall Department Intent

At Highworth Warneford School, our aim is for students to leave as critical readers, confident writers and successful speakers. This requires a secure and deep understanding and appreciation of the written and spoken word from the perspective of deliverer and receiver, but, unlike many other subjects, it also requires students to understand people. Books, letters, poems, reports – all forms of writing – are written for people, by people, and, often, about people. As such, we intend to enhance our students’ skills of empathy, sympathy and understanding, developing their character, their emotional intellect and their cultural capital.

Department implementation with the HWS 5 Keys to Curriculum Success

Knowledge, skills and mastery	<p>At Highworth Warneford School, we have built a curriculum that, first and foremost, provides all students with equal opportunity of access; as such, our curriculum is diverse, wide-ranging, rich and ambitious. Despite our subject largely being assessed against skills, we appreciate the ‘hidden content’ of literary conventions, theological allusions, cross-cultural influences, historical context and heritage. Our curriculum represents a journey through these elements, using them as anchors around which their skills can be refined and augmented.</p> <p>In order to achieve this ambitious vision, each Year’s curriculum at KS3 revolves around a core convention or concept: Year 7 – Heroes & Villains; Year 8 – Right & Wrong; Year 9 Individual & Society. Subsequently, each unit has a title, which references a theme that the stimulus text or idea covers. These unit titles and the broader year group concepts provide hooks around which students can formulate theses in their analytical responses and craft narrative arcs in their writing, subtly preparing them for accessing Grade 9 echelons on the GCSE mark schemes. Each unit also comes with a ‘core three’ concepts or technical aspects that are taught explicitly, and a bank of ten key vocabulary, the meanings and spellings of which are assessed through homework and low-stakes testing. Formative assessment underpins quality teaching in English lessons, and assessment for learning will often be the reason that lessons deviate. Consistency is provided by these anchor topics, titles, concepts, technical aspects and vocabulary. The six summative assessment points in each year seek to capture the knowledge, skills and key vocabulary that the unit is centred around, encouraging students to become all-round scholars in their approach to the subject. Meanwhile, the texts selected – ranging from classics like <i>Animal Farm</i>, to modern and progressive texts like <i>Long Way Down</i> – provide breadth and diversity in terms of writing style, contextual issues addressed, cultural origins and introduction to challenging ideas. The poems selected for study in Years 8 and 9 and <i>Long Way Down</i> are examples of texts that echo some of the motifs and concepts covered in GCSE texts.</p> <p>As students arrive at KS4, they are equipped with the knowledge, hidden content, skills and confidence to be able to tackle the challenging range of texts from very specific contexts which are studied in AQA’s two English qualifications; they are curious and critical readers of texts from the 17th, 19th and 20th centuries, confident writers of different forms of fiction texts, and successful speakers, both in the classroom on a lesson-by-lesson basis, and in formal assessed environments. The curriculum is structured to provide as much variety as possible, whilst also sequentially building on skills and knowledge from different units of the two separate GCSEs. This allows for interleaving to be deployed as an assessment and revision strategy, and ensures that students grow in confidence as the two years progress.</p>
Literacy and numeracy	<p>In English, literacy is the cornerstone of our teaching, and we uphold high standards for literacy in all that we do. In any piece of assessed work, formative or summative, the assessors (peer, self or teacher) use the SPAG codes to mark areas for improvement. Meanwhile, with any texts that are being read, as a class, students are asked to read aloud to the class. Teachers also read aloud to students to model good practice and fluency of reading.</p> <p>To develop pleasure for reading, we are developing the Accelerated Reader programme to track, assess and broaden students’ reading choices. Within this, we will also be using the data to inform parents and share outcomes with all staff to support the choices of texts across the curriculum to</p>



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	<p>allow for accessibility for all and reading challenge. Working in partnership across other TPAT schools, we are using an implementation plan which supports staff and students in the use of the AR platform.</p> <p>As a department, we take advantage of opportunities to augment our understanding of key content and skills through numeracy, where appropriate and beneficial. For example, we teach iambic pentameter explicitly through poetry and Shakespeare, and we use power graphs backed up by quotes to understand better character relationships in extracts from texts. We also stress the importance of time management for assessments, and encourage students to use their numeracy skills to work out question timings for exams. Furthermore, English teachers often refer to 'logic' and 'reasoning' when teaching students how to deduce what readers know, as a means to self-assess some of their more heavily inferred interpretations.</p>
Entitlement and engagement	<p>Our curriculum, combined with high quality teaching, careful questioning and collaborative learning encourages pupils to engage and challenge themselves in lessons and explore the world through reading, writing and speaking. In line with the TEEP cycle, a range of methods is used to 'introduce new knowledge' to the classroom, and students are reminded regularly that, first and foremost, they are people, and as such, they have something in common with all writers, readers and characters. Understanding the broad tapestry of humanity and the diversity of the world they live in is the starting point to their learning journey in English and to the development of their integrity. Progress is planned and monitored through a system of assessment much of which is low stakes and encourages participation and reduces anxiety.</p> <p>Our curriculum is enriched by our library and librarian, as well as the various World Book Day, Swindon Youth Festival of Literature and other such events that the librarian co-ordinates. At such opportunities, so often aimed at younger students, we push wherever possible for writing masterclasses with authors for KS4 students, too. We have an ambition to offer trips for our students, too, ideally not only to see a play of one of our set texts, but also to celebrate English in the wider world.</p> <p>We also pride ourselves on how racially, religiously, socioeconomically and culturally diverse the texts we study at KS3 are, which we do in order to redress the imbalance fostered by the relatively narrow text selections available at KS4, especially in English Literature, due to GCSE specification.</p> <p>Do Now Activities are used in every lesson either to evaluate big ideas, work or skills practised from prior learning, or to recall content and knowledge. This particularly allows SEND students to connect ideas over an extended period of time. Having a fully resourced curriculum means that teachers can adapt and plan for the SEND students' needs. In years 7 and 8, we have English nurture groups which offer students the chance to work with a specialist primary teacher to help them to bridge the gap in comprehension, reading and phonics. SATS scores, STAR testing and internal assessment are used to form these groups. In KS4, we identify key intervention cohorts post-November mocks in response to pupil outcomes, following question-level analysis. Students selected for this are at risk of underachieving their minimum expected grade at all levels and started as an intervention for 9-7 grade students.</p>



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Aspiration and wellbeing	<p>An English classroom is an environment in which pupils have the freedom to explore, debate, argue and conjecture – indeed, this is essential to challenge students. Regardless of student needs, they are rewarded for effort and teachers actively organise lessons to provide opportunities where students can safely make and learn from mistakes. This encourages oracy and bolsters spoken language skills, which are developed across both KS3 and KS4. By instilling the Highworth Warneford School principles of Integrity, Challenge and Excellence, and through our consistent curriculum, we aim to give all students the confidence to tackle problems that come their way and the aspiration to achieve great things.</p> <p>With our collaboration with the LPA 6th Form team, it is our ambition to push more of our scholars in English towards higher and further education in the subject; this is supported by the exposure students have with teachers from TPAT schools during collaborative workshops.</p> <p>In line with our reading strategy, we will be using Accelerated Reader to track and challenge reading of all abilities to support the development of writing, allowing all students fully to express their ideas within extended written responses.</p>
Community, respect and enrichment	<p>As a team, CPD is central to our curriculum offer and development. Department time during twilights and meetings allows for purposeful discussion of curriculum structure, delivery and assessment. The accessibility of the learning to all students is always central to these conversations. We also have an open-door policy as a department to observe and share good practice. Throughout the year we regularly conduct moderation of exams and assessments to ensure marking is within tolerance and in line with national examination reports.</p> <p>We enhance the curriculum for students further by building in technologies such as Accelerated Reader, Bedrock and reading in class, and tutor time is being used to develop further exposure to different text types. Furthermore, the department participates in English competitions, both internally and from external agencies such as the local 'Swindon Youth Festival of Literature.' This in turn increases students' sense of being part of a community, giving back and enriching their curriculum offer that they receive within the classroom.</p>

Curriculum implementation

- At KS3 – 7 lessons over a fortnight. Mixed grouping, but with a Nurture Group in Years 7 & 8.
- At KS4 - 8 lessons over a fortnight. Grouping guided by demands of each year group according to data.